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## ABOUT CONFLICT MANAGEMENT COMPETENCE

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### ABSTRACT:

This article concerns the conflict management skills which are abilities that help people handle disagreements effectively. These skills include active listening, clear communication, empathy, and problem-solving. They help individuals understand different perspectives and find solutions that satisfy everyone involved.

**Keywords:** Conflict, conflict management, competence, education, conflictology, teacher, student.

### INTRODUCTION

Currently, scientific interest in the problem of conflict has increased, which is largely due to the increase in the general level of conflict in modern society. Formation of skills to distinguish between conflicts that stimulate the development of personality and social relations, and conflicts that destroy communication, ensures the preparation of the younger generation for independent life.

Particular attention in recent years has been paid to pedagogical conflicts. This is due to various reasons. Firstly, modern education reflects the main contradictions of modern society. Deep changes occurring in society have exacerbated conflicts in various spheres of life, have given rise to many objective and subjective problems leading to social and political clashes, psychological breakdowns. At present, it is necessary to develop a conflict management culture, since the blurring of boundaries between culture and anti-culture, good and evil, moral and immoral - all this has complicated the situation in education and actualized the problem of pedagogical conflicts.

Secondly, the pedagogical process is a developing, open, dynamic system. It is based on the interaction of a large number of people with different ideas, views, and belonging to different age categories. This is the reason for the inevitability of conflict situations. However, it is in the

pedagogical process that conflicts can have enormous destructive power. If they cannot be avoided, then they must be managed, learn to use them positively, and turn them into a source of development for the educational system.

Thirdly, the actualization of conflict management issues in pedagogical research is explained by the renewal of ideas about the nature and values of education.

In the context of the ideas of personality-oriented pedagogy the understanding of the nature of pedagogical interaction, the perception of the student, and the assessment of his role in the pedagogical process are changing. In domestic pedagogy, there is significant experience in examining theoretical and practical problems related to determining the nature and ways of effectively resolving pedagogical conflicts.

The attention of scientists is focused on the following issues:

determining the characteristics of pedagogical conflict;

typology of pedagogical conflicts and their causes;

managing pedagogical conflicts;

strategies for resolving pedagogical conflicts;

psychological aspects of resolving conflicts between teachers and students.

However, it should be noted that most works devoted to pedagogical conflict management are an analysis of the teacher's activities in conflict situations. Conflict management knowledge and skills of a teacher are considered the core of his professional competence and a guarantor of a constructive resolution of a conflict situation. Of course, the effectiveness of the educational process largely depends on the teacher's communication culture, his ability to prevent and resolve conflicts, and use the pedagogical potential of a conflict situation. However, with this approach, the student becomes an object of influence. His role in conflict management is minimal, since he is given the place of a driven, passive executor of the teacher's will. Such a position contradicts the postulates of humanistic personality-oriented pedagogy. If students become full-fledged subjects of the process of education and training, if they participate in the construction of the educational space, then they are also responsible for the atmosphere that is formed in the educational institution. This means that not only teachers, but also schoolchildren should have the appropriate conflict management knowledge and skills. However, simply transferring the necessary information to students is not enough; it is necessary to ensure the

active nature of the development of the conflict management culture of behavior by schoolchildren, increasing the level of subjectivity of conflictological education.

Not only the situation at school, but also the construction of a civilized, democratic society depends on the degree of development of the conflictological culture of the younger generation. Tolerant, constructive interaction filled with positive emotions contributes to the development of society and self-realization of the individual. In this regard, the education of conflict management competence of students as the most important quality of the individual is of particular relevance. Despite the importance of the concept and the priority of the competence-based approach in education, there is clearly not enough research devoted to conflict management competence. At the conceptual level, this problem was posed by many scientists. In our opinion, the problem of students' readiness for a constructive way out of a conflict situation has been studied mainly at the level of the formative approach. We should also note the incompleteness of the methods for diagnosing schoolchildren's conflict management competence. When studying this phenomenon, they traditionally operate mainly with data on the level of knowledge (norms, assessments) available to the subjects without sufficient support for information on whether and to what extent they are ready to rely on them when constructing their way of behavior in vital situations. This is clearly insufficient to identify the characteristics of students' personal attitudes to conflicts, the nature of principles and norms of behavior. An analysis of the theory and the real situation in educational institutions made it possible to identify a number of contradictions:

between the personally oriented, activity-based nature of modern education and the limitation of students' independent role in preventing, managing and resolving conflicts;

between the conflictogenicity of the modern school and the underdevelopment of students' conflict management competence;

between the understanding of the need to develop students' conflict management competence and the insufficient development of innovative technologies for its education;

between the need for an adequate assessment of students' readiness for constructive behavior in a conflict situation and the lack of appropriate diagnostic methods.

Modern conflict studies are based on the assertion that conflict should be accepted as one of the forms of normal human interaction. It does not always and does not necessarily lead to destruction. On the contrary, it is one of the main processes that serve to preserve the whole.

Conflict should not be perceived as an unambiguously destructive phenomenon and also assessed unambiguously. If we stop perceiving conflict as a threat and start treating it as a signal that something needs to be changed, we will take a more constructive position. The value of conflict is that it prevents the ossification of the system, opens the way for innovation.

Certainly, a conflict is an incentive for change, it is a challenge that requires a creative response. Conflict can be managed, and we manage it in such a way that its negative, destructive consequences are minimized, and constructive opportunities are enhanced. Conflict management requires certain preparation, acquisition of relevant knowledge, skills, abilities, development of such qualities as dialogism of thinking, tolerance, openness to new impressions, respect for other people's positions, etc. In the field of education, conflict management competence is fundamentally important not only for teachers, but also for students.

Bringing education closer to life is possible only when students do not just prepare for future activities, but begin to act independently and responsibly already at school. Multicultural consciousness, the ability to choose constructive forms of behavior in conflict situations are formed as a result of students' involvement in the process of managing and resolving conflicts.

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